

TO: Vermont Standards Board for Professional Educators

SUBMITTED BY: Vermont Department of Education Higher Education Liaison on behalf of the Higher Education Committee of the Vermont Standards Board for Professional Educators

ITEM FOR ACTION: Report of the Visiting Team for the Vermont Mentor Program

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators vote to accept the Report of the Visiting Team for the Vermont Mentor Program and grant one year conditional approval to its Career and Technical Education Teacher Preparation Program.

MOTION:

I, _____, move that the VSBPE accept the Report of the Visiting Team for the Vermont Mentor Program and grant one year conditional approval to its Career and Technical Education Teacher Preparation Program.

The continued approval of this program is contingent upon a one year report which addresses the stipulations and concerns from the Report of the Visiting Team and documents progress in meeting the seven ROPA Standards.

BACKGROUND INFORMATION:

A Program Review Team conducted a full ROPA review of the VMP teacher preparation program on April 5-7, 2009.

**Report of the New Program Review Team
The Vermont Mentor Program
At Vermont Technical College
Randolph, Vermont
May 11, 2009**

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the Vermont Mentor Program housed at the Vermont Technical College in Randolph, Vermont. The on-site visit occurred on April 5-7, 2009. Members of the Review Team were: **Susan Ladd**, business education teacher, River Bend Career and Technical Center; **Patty Morgan**, Coordinator of the Vermont Higher Education Collaborative; **Ronald Stahley**, Superintendent, Windham Southeast Supervisory Union, and VSBPE Member; and **David Culver**, Cooperative Education Coordinator, River Valley Technical Center. The team chair was **David Ferreira**, Executive Director, Massachusetts Association of Vocational Technical Administrators (MAVA). Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team.

The VSBPE approved the Review Team to conduct a “new program” review in place of a full-program review. While the Vermont Mentor Program has been in operation since the 1970’s, the ROPA standards and the Level I Licensure Portfolio are new to the program. Additionally, the VSBPE determined that the Mentor Program should be reviewed as an alternate route to licensure. The VTDOE met with program administrators throughout the summer of 2008 to formally review the seven standards and to determine the appropriate indicators and supporting evidence.

The ROPA Review Team wishes to thank the Mentor Program for the generous hospitality extended to us during our time in Randolph. The team appreciated the warmth, forthrightness, and enthusiasm for the ROPA process that the program showed.

The team also wishes to acknowledge that the Vermont Mentor Program (VMP) is experiencing a time of transition. Recent changes in leadership mean that components of the program have sometimes been in flux. The team appreciates the challenges presented by change and understands that a number of courses and/or practices that were reviewed are in the process of being revised for the coming year. Additionally, the team recognizes that a number of programmatic systems are in the planning stages.

The Team reviewed the Mentor Program’s exemplary self-study as represented in its Institutional Portfolio, drafts of candidates’ electronic Level I Teaching Licensure Portfolios, and hard copies of documents supplied by the Program in the evidence room. The team gathered additional information from phone and in-person interviews with faculty members, a VTC administrator, technical center mentor teachers, technical center directors and administrators, and current and former teacher candidates. Additionally, the team conducted field visits at three sites selected by the Mentor Program.

After analyzing these findings, the team makes the following recommendations to the Vermont Standards Board for Professional Educators:

Program	Approval Recommended	Stipulations
Career and Technical Education	1 year Conditional Approval	<p>Document in a one-year report the following:</p> <ul style="list-style-type: none"> • how candidates in every year of the program are being served during this time of transition, • how the Technical Development Plan has been restructured to better meet the needs of the individual teacher candidates, • the expected outcomes for candidates completing the program, and • a delineated governance structure.

ROPA Program Approval Standards Summary

Standard	Title	Rating
I	Opportunities for Standards-based Preparation	Approaching Standard
II	Collaboration with Pre-K-12 Schools	Approaching Standard
III	System of Assessment	Approaching Standard
IV	Candidate Knowledge, Skills and Dispositions	Non-Applicable
V	Commitment to Diversity	Approaching Standard
VI	Resources	Approaching Standard
VII	Institutional and Program Renewal	Approaching Standard

In the following report, the programs were reviewed in relation to the most recent Vermont endorsements with their relevant competencies and instructional levels. The findings are presented by individual program, by division, or holistically, as is most appropriate.

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STANDARD I: Standards-Based Preparation

Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
1.01	Programs assure that candidates acquire skills and knowledge in reading, writing, critical thinking and research, and complete an associates degree that will complement knowledge in their endorsement area	<ul style="list-style-type: none"> Teacher candidates are required to have an associate's degree or the equivalent in addition to six years experience and an industry-recognized credential in their field. 24 credits of the Mentor Program can be counted towards an associate's degree. The VMP Director has initiated a process for evaluating and documenting credits in the work field in order to convert clock hours to credit hours for an associate's degree equivalent. It is unclear how candidates are assured skills and knowledge in reading, writing, critical thinking and research as these skills have not been systematically integrated into the program. Nor is it clear how candidates are assessed as readers, writers, thinkers, and researchers. Teacher candidates' reading and writing skills vary widely. Interviews reveal that some candidates "have no confidence" in themselves as readers and writers while other candidates hold advanced degrees demonstrating their competence. All candidates must pass the Praxis I test within the first year of the program. The VMP Director recommends remedial courses as needed through CCV remedial programs and courses. 	AS
1.02	Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including	<ul style="list-style-type: none"> Technical directors, who hire teacher candidates, assess candidates' in-depth skills and knowledge in their specific technical areas. Teacher candidates complete 12 credits in methodology through their Methods I and II 	AS

	the central concepts, the tools of inquiry, and the structures of the relevant discipline(s)	<p>courses. Teacher candidate interviews reveal that these courses do not build on one another and can be redundant.</p> <ul style="list-style-type: none"> Teacher candidates identify a need for more work in classroom management. There is limited evidence of candidates' ability to assess student work. Course syllabi do not clearly include materials on assessment. 	
1.03	Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social, physical and emotional development.	<ul style="list-style-type: none"> Teacher candidates complete an adolescent development course through the Mentor Program, CCV, or are given credit through transcript review. The Life Space Crisis Intervention curriculum has typically been used in the course. A detailed syllabus of the course was not made available to the Team. It appears that the course is in the process of being redesigned. Interviews reveal that candidates would like to know more about how students learn. Candidate interviews reveal that they struggle with "boundaries" with their students and want to know how to better manage a classroom. This concern is wide-spread. Program observations do not clearly assess candidates' knowledge of adolescent learning and how to create responsive, equitable learning environments. 	E
1.04	Programs assure that candidates demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).	<ul style="list-style-type: none"> The Institutional Portfolio reports that there is no assessment of teacher-candidates' skills in technology throughout the program. There is no evidence that candidates with weak skills in technology are offered remediation or are required to complete additional coursework. There is limited evidence that candidates demonstrate technology in their content area unless such skills are required in the industry. The courses offered at VTC are not held in classrooms with technology. VTC administrators would support relocating classes to rooms with greater access to technology. There is no evidence of how coursework integrates technology. There was no evidence of faculty modeling current technology through the coursework. 	E

		<ul style="list-style-type: none"> • The Team was not able to review the online VMP course, Issues and Trends. • Candidates may not be accessing what is available to them as VTC students (i.e. tech support, technology coursework, etc.). 	
1.05	Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> • Candidate portfolios demonstrate lesson planning that references the VT Framework. • There is limited evidence of candidates' long-term, or unit planning. • Candidates indicate a need for more support developing curriculum. • Candidate lesson plans do not reference the Grade Expectations or the Program Competencies. • Candidates have experience developing rubrics. There is less evidence of the broad range of assessment methods and how they relate to learning outcomes. • Methods I supports candidates in structuring their classes and in day-to-day planning. • There is no evidence of candidates' knowledge of embedded credits. • Candidates clearly benefit from on-site mentors who support candidates in completing VMP coursework. Some on-site mentors, for example, support candidates in learning the "jargon" of education. 	
1.06	Programs assure that candidates develop as reflective practitioners and plan for professional growth.	<ul style="list-style-type: none"> • The Institutional Portfolio indicates and interviews with teacher-candidates support the value of the program's emphasis on candidates reflecting with their peers. • Most classes begin with candidates sharing how their teaching is going and reflecting on best practices. • There is no evidence that candidates analyze and reflect on student work. • Candidates are not consistently given the opportunity to reflect on lessons together with mentor program faculty. Some observation reports are mailed to teacher candidates several weeks after the observation took place. • Candidates' reflection with their district mentors is inconsistent due to the variability in mentoring programs. • The current observations rubric is clear; candidates know what is expected of them. 	AS

		<ul style="list-style-type: none"> The observations, as they are currently conducted, may not be developmentally appropriate because they do not build on each other or learning objectives in the program. 	
1.07	Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.	<ul style="list-style-type: none"> Candidates appear to receive training on legal and ethical principles at the district level. The Issues and Trends course includes readings on ethical practice. Methods I also includes some information on law. The handbook does not include information on professional conduct. 	MS

Commendations	<ol style="list-style-type: none"> Teacher candidates, who are working teachers, are engaged by the courses and appreciative of the opportunities they present for reflection on their teaching experiences with their colleagues. Program completers and teacher-candidates are, by and large, positive about their preparation through the Mentor Program. The Request for Proposals and the Memorandum for Agreement documents have great potential for guiding the program's development. The Mentor Program has historically had a very positive impact on the teachers. It serves the needs of Vermont in career and technical education.
Concerns	<ol style="list-style-type: none"> The courses do not consistently have identified learning outcomes or objectives and are not linked in a sequential, logical manner. Candidates do not receive consistent instruction and support in technology, classroom management, assessment, adolescent development, curriculum development (including unit plans). Technology has not been fully integrated into the program and candidates are not assured of developing the technological skills necessary for 21st century learning. Embedded credits within the competencies are not addressed by the program. Observations are inconsistent and not connected to coursework or course objectives.
Considerations for Further Program Development	<ul style="list-style-type: none"> Investigate the value of offering adolescent development as a strand in all courses. Investigate the feasibility of either a separate course for credit (i.e., a practicum) or adding additional course credits for each of the courses during the three-year period in order to evaluate candidates' "field-experiences." Observations should be formative assessments initially and become summative as candidates progress in the program. Consider integrating issues of professional conduct, law, and ethics through all coursework. Survey districts on what information is being provided to candidates on

	<p>professional conduct to assure consistency for candidates.</p> <ul style="list-style-type: none">• Review district mentor policies and work to coordinate VMP coursework with the on-site mentors• Create an advisory board (consisting of: VTC representatives, consortium members, teachers, the DOE, etc.) to guide the program in further development• Review policies for accepting transfer credits for meeting VMP requirements. Determine when VMP coursework and requirements for meeting the associate's degree requirements can be taken from other institutions.
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STANDARD II: Collaboration with Pre-K-12 Schools

The program and its PreK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, PreK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
2.01	Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.	<ul style="list-style-type: none"> • Tech centers across Vermont support the Mentor Program by providing funds for the program. The Mentor Program, in turn, develops a plan for teacher-candidates to earn their licenses. • The Institutional Portfolio indicates and interviews support that tech directors strongly support the Mentor Program. • The VMP Director consistently attends tech directors' meetings. • Interviews indicate that the VTC administration also supports the VMP. 	MS
2.02	The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.	<ul style="list-style-type: none"> • The Mentor Program collaborates informally with tech centers. • The RFP clearly establishes how the program and tech centers should collaborate. This plan, however, is not presently being implemented. • There is limited communication between the VMP Director and tech directors about teacher candidate observations. While it may not be appropriate to share observation forms formally, parties might share summaries and discuss teacher-candidates' growth. • The proposed revisions to the observation forms based on the Danielson Model might better support teacher candidates. • There is presently no system to formally support the collaboration between the mentor program VMP Director and the tech directors. • Mentor Program faculty have limited communication with tech centers. District 	AS

		mentors are also limited in their communication with the Mentor Program.	
2.03	Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context of the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> • The VMP Director observes each teacher-candidate four times during Methods I and four times in Methods II. • The VMP Director spends most of a day observing teacher-candidates and completes an observation using the Teacher Observation Rubric. Teacher-candidates typically receive a copy of the observation report through e-mail though some candidates report not receiving feedback. • Field observations are not connected to course content and may not match where candidates are developmentally. • Candidates do successfully complete the program with a working knowledge of the Vermont Framework. There is less evidence that candidates gain knowledge of the Program Competencies, the 16 Principles, and the endorsement requirements. 	AS
2.04	Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students.	<ul style="list-style-type: none"> • See Standard V 	NA
2.05	Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.	<ul style="list-style-type: none"> • Teacher-candidates predominantly teach in grades 9-12 with a focus on grades 11 and 12. • Most teacher-candidates, as employees, only work in one content area in one school. • Teacher-candidates have limited opportunities to observe other classrooms. 	MS
2.06	Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five</i>	<ul style="list-style-type: none"> • The uniqueness of the program requires that the candidates have an on-site mentor to support them as novice educators. • Candidates at tech centers that provide them with trained district mentors as part of a formal mentor program appear to benefit the most from the Mentor Program. • The Institutional Portfolio indicates that 	AS

	<i>Standards for Vermont Educators: A Vision for Schooling, the 16 Principles for Vermont Educators, the Vermont Framework of Standards and Learning Opportunities, the Grade Expectations, and the endorsement requirements.</i>	the program would like to further develop their support of field-based faculty.	
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Commendations	<ol style="list-style-type: none"> 1. The juxtaposition of teachers engaged in teaching while learning about teaching provides excellent opportunities for faculty and teacher-candidates to develop new learning from their experiences. 2. Teacher-candidates find the course structure useful because it is organized around their schedules as courses are offered on the weekend, during a week in the summer, and in an online format. 3. The VMP is very responsive and supports the technical centers as soon as they hire new teachers.
Concerns	<ol style="list-style-type: none"> 1. The VMP and the technical centers do not coordinate or communicate about teacher candidates' work in the field. 2. The tech directors and the VMP Director do not "work collaboratively using a systematic process to design" and evaluate experiences for teacher candidates "to ensure high-quality learning opportunities for candidates." 3. The role of the district mentor is not clearly defined in relation to the VMP, nor does the VMP consistently support mentors (i.e., providing them with copies of the handbook, course materials, etc.) in their work with teacher candidates. 4. The program does not universally follow the guidelines in the RFP.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Teacher-candidates could clearly benefit from the opportunity to observe and/or have a field experience in another school/classroom, especially by observing best practice. • Consider tapping experienced program graduates to be district mentors. • Collaborate with tech directors to determine how district mentors might best support teacher-candidates in the Mentor Program.

STANDARD III: System of Assessment

The educator programs use a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure meet the standards of performance for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
3.01	Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	<p>Entry:</p> <ul style="list-style-type: none"> • Prior to enrolling in the VMP, candidates must first be hired by a technical director. • Teacher-candidates create a professional development plan with the VMP Director before beginning teaching. The plan is then submitted to the VT DOE for approval. This is not in compliance with regulation. • The Professional Development Plans available for review by the Team were all very similar, indicating that plans may not be individually developed to reflect candidate's unique strengths and weaknesses. • Tech directors and candidates both express a desire for more transparency at the time of admission to the program. • Tech directors indicate that they would like to play a larger role in the creation of the Professional Development Plan. • VT Department of Education requirements for both the Apprenticeship License and the Level I License are inconsistently communicated to teacher-candidates. • There are inconsistencies in the plan development process. These include: <ul style="list-style-type: none"> - determining who is exempt from taking particular coursework - assessment of credits for life experiences - developing a plan for teacher- 	AS

		<p>candidates who also need to complete an associate's degree</p> <p>Exit:</p> <ul style="list-style-type: none"> Teacher-candidates are recommended for their Level I License upon completion of their program plan. This criteria does not appear sufficient because the plan is not clearly mapped to competencies in general or to the endorsement requirements specifically. Teacher-candidates are not currently required to complete the Level I Licensure Portfolio as a condition for completion of the program. Teacher-candidates entering the program now will have to complete an associate's degree or its equivalent. 	
3.02	<p>Programs provide a system of continual assessment of candidates' knowledge, skills, dispositions, and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements, and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.</p>	<ul style="list-style-type: none"> There is evidence that teacher-candidates received consistent feedback during observations in the past. This has been less clearly provided for candidates in recent years. The Team supports the program's transition to using the Danielson model during observations. Tech center mentors provide inconsistent support to teacher-candidates in the program; it depends on the nature of the district mentoring program. Teacher-candidates are given grades in their coursework in addition to written and oral feedback. The tracking system for candidates (candidate folders) is inconsistent and incomplete. The Five-Year Plan notes this as an area for improvement. 	AS
3.03	<p>Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.</p>	<ul style="list-style-type: none"> The program is in the process of developing this system. The faculty has met and begun discussions about the implementation of the Level I Licensure Portfolio. The program has begun to pilot portfolio entries with teacher-candidates in Methods II. 	E
3.04	<p>Programs assure that</p>	<ul style="list-style-type: none"> There is no current handbook in use. 	E

	candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.	<ul style="list-style-type: none"> Teacher-candidates' knowledge of the program requirements and policies is inconsistent. This is especially troubling given that some candidates must finance the program without district support. There is minimal communication between the tech directors and the VMP Director about the transcript review process during entry to the program. While several courses include detailed assessment rubrics, it is unclear how candidates are assessed in other courses. The VMP Director provides teacher-candidates with the observation rubric early in the program. 	
3.05	Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.	<ul style="list-style-type: none"> The program has conducted a survey and has analyzed the results as part of the self-study process. 26 program completers responded. It is unclear how the program will systematize the survey as part of its assessment system. 	AS
3.06	Institutions and programs use a formal system to collect information from the graduates' employers during their first five years in the profession for the purpose of assessing the quality of the preparation programs.	<ul style="list-style-type: none"> There is a tremendous amount of anecdotal information concerning the effectiveness of the program. No formal survey has been created at this time. 	No Evidence

Commendations	<ol style="list-style-type: none"> The 5-Year Plan has identified a number of appropriate systems to better serve candidates in completing the program. The program has begun to implement the revised Level I Licensure Portfolio ahead of the 2011 deadline. The VMP is very responsive and timely in connecting with newly hired teacher-candidates. The VMP has a good working relationship with the DOE. Teacher-candidates are in close communication with the VMP Director during their involvement in the program.
Concerns	<ol style="list-style-type: none"> The VMP does not include technical directors in the initial

	<p>creation of the Professional Development Plan as required by regulation 5340.2.</p> <ol style="list-style-type: none"> 2. The Professional Development Plan is not individualized at a level to reflect candidates' specific needs upon entering the program. Additionally, there are inconsistencies in determining the individual development plan during the transcript review process. 3. The program has not yet developed an employer survey system. 4. Teacher-candidates do not have a clear understanding of the policies (including the transcript review process), procedures, and requirements of the mentor program. 5. The roles of the technical directors, VTC administrators, the VMP Director, on-site district mentors, and other stake holders are not clearly delineated nor do these parties formally collaborate to ensure high-quality learning opportunities for candidates. 6. There is no formal system for gathering information in order to analyze information/feedback from past graduates and employers. The lack of a formal feedback loop prevents the use of data to review and revise program for quality, relevance and efficiency. 7. There is no system for self-evaluation through the program. 8. The Level I Licensure Portfolio has not yet been integrated into the entire program.
Considerations for Further Program Development	<ul style="list-style-type: none"> • A policy and procedure handbook should be created for tech directors, VTC, mentors, etc. All stakeholders need a copy of this. • Develop a handbook that includes program assessment systems, requirements, etc., to guide teacher-candidates through the program. • Teacher-candidates would benefit from the use of a competency matrix where candidates are assessed throughout the program. Candidates, tech directors, and the VMP could then review this matrix together to assure appropriate feedback and advising.

STANDARD IV: Demonstration of Candidate Knowledge, Skills and Dispositions

Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Non- Applicable

	Indicator	Findings	Rating
4.01	Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		NA
4.02	Programs use the data gathered through the assessment system(s) to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.		NA

STANDARD V: Commitment to Diversity⁴

The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity on our world. The program assures that candidates have the knowledge, skills, and disposition to address issues of diversity in the context of teaching and learning.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
5.01	The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.	<ul style="list-style-type: none"> • Candidates report a positive environment in VMP courses and that diversity issues are addressed in their coursework. • The Issues and Trends course includes readings on special education, gender equity, access, and adult learners. 	MS
5.02	The institution and programs recruit, admit, support, and retain students from diverse backgrounds.	<ul style="list-style-type: none"> • Technical directors bear the responsibility for recruiting teacher candidates from diverse backgrounds. • The VMP program is responsible for supporting and retaining students from diverse backgrounds. • Teacher candidates enter the program from a wide-variety of backgrounds. The program must serve the needs, for example, of candidates who need to attain their associate's degree while also serving the needs of candidates possessing an MBA. • Some candidates with a less traditional academic background struggle to pass the Praxis test and may need additional support from the program. Such candidates may also need greater support to meet the associate's degree requirements and in developing stronger literacy and technology skills. • There is no evidence of a formal system of supports in place to support and retain candidates from diverse backgrounds. 	AS
5.03	The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.	<ul style="list-style-type: none"> • There is no evidence of a formal plan to recruit, hire, support and retain diverse faculty members. • Faculty members are part-time and are thus drawn from the local community. • Faculty positions are advertised. 	AS

5.04	Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.	<ul style="list-style-type: none"> • Courses offer an introduction to these topics but do not explore them in depth. • There are few assignments related to candidates acquiring knowledge of other cultures and learning to apply this knowledge in their teaching. • Interviews reveal that candidates focus on gaining an understanding of working with special education populations versus working with students from diverse cultures, races, and ethnicities. • Candidates may bring these topics to courses depending on their experiences in the classroom as teachers. • Some candidates enter the program with knowledge of other cultures and communities based on their own experiences. • The Institutional Portfolio notes this as an area to develop further. • Technical centers may be providing candidates with some training on this topic. 	E
5.05	Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	<ul style="list-style-type: none"> • The Issues and Trends course requires candidates to examine creating a positive classroom environment, review school policies, and to discuss recruitment. • The learning environment is assessed during observations by program faculty. • Districts may be supporting candidates in addressing these issues. This is not, however, consistent or formalized. • Interviews with teacher-candidates indicate that no or limited discussion has taken place about discrimination through VMP coursework. 	AS
5.06	Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety.	<ul style="list-style-type: none"> • These issues are integrated into coursework. • The Danielson model of observations that is now being implemented includes creating a positive learning environment as a focus. • The Institutional Portfolio indicates that all students are taught safety issues for their particular career area in the first couple of weeks of class, such as the use of safety glasses and hard hats in Construction Trades. • Lapses in the enforcement of safety are pointed out during the classroom observations by the VMP Director and violations are 	MS

		<p>reported to the technical director.</p> <ul style="list-style-type: none"> The VMP Director attended OSHA Construction Outreach Training, which certified her to be an OSHA Construction Outreach Trainer. 	
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Commendations	<ol style="list-style-type: none"> The VMP program clearly supports candidates in addressing issues of classroom climate, health, and safety. The VMP Director is committed to assuring that students have a safe working environment in the tech centers.
Concerns	<ol style="list-style-type: none"> The program does not consistently assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning. Issues surrounding diversity are not explicitly integrated into the VMP's coursework. The VMP faculty does not consistently model issues of diversity in their own teaching, lesson planning and classroom environment. Their own instruction does not emphasize adult learning strategies and diversifying instruction. There is no evidence of a formal system to support and retain candidates and faculty from diverse backgrounds. The Five-Year Plan does not address the program's own concerns about issues of diversity and discrimination.
Considerations for Further Program Development	<ul style="list-style-type: none"> Consider implementing a portfolio piece to explicitly document candidates' understanding of issues of diversity in teaching and learning as they relate to teaching in the technical centers.

STANDARD VI: Resources

The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
6.01	The program is fully accredited by the New England Association of Schools and Colleges (NEASC) or equivalent.	<ul style="list-style-type: none"> Vermont Technical College is accredited by NEASC. The VMP is not accredited and as an individual program under VTC is ineligible for NEASC accreditation. 	MS
6.02	The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.	<ul style="list-style-type: none"> The Memorandum of Agreement delineates the governance structure. Primary responsibility for the program has been awarded to the VMP Director. Interviews with tech directors and VTC administrators indicate that the existing governance structure has not been effective in the last year. Tech directors shared in interviews that their concerns have not been addressed by the VMP program in recent years. The tech center directors and VTC administrators have taken steps to sustain the program with the recent departure of the VMP Director. The Five-Year Plan indicates that the program will take steps to create a more clear and consistent system of governance in the coming year. There is limited evidence of shared decision-making. 	AS
6.03	The institution provides resources adequate to provide quality experiences that prepare candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning</i>	<ul style="list-style-type: none"> There is a clear budget which provides adequate funding to operate the program as it is currently operated. The total budget allocated to VTC for the VMP is \$146,642.00. The VTC Administrative Fee is \$ 4,500.00. Stafford Technical Center also receives an Administrative Fee of \$ 4,500.00. Districts/tech centers vary in the amount of tuition support provided to teacher-candidates. VTC administration indicates in interviews that the current budget is adequate and that 	MS

	<i>Opportunities, the Grade Expectations, and the endorsement requirements.</i>	additional in-kind services are available.	
6.04	The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences, and preK-12 schools to maintain high-quality educator programs at all levels.	<ul style="list-style-type: none"> No funds are directly allocated to support collaboration. The VMP Director is a full-time employee and available for collaboration. However, the adjunct faculty is only paid for the presentation of the courses. The Memorandum of Agreement identifies the VMP Director as the responsible person for “mentor training”. District mentors do not currently collaborate with the VMP faculty who are involved in the observations of the teacher candidates. VTC administration and members of the Consortium agreed during interviews that this collaboration is essential for the preparation of future technical teachers. 	AS
6.05	The institution’s resources and policies related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.	<ul style="list-style-type: none"> In that VMP program professors are all adjunct faculty, it is unclear whether engagement in teaching, scholarship, service and particularly tech center collaboration takes place. It may be necessary to provide funding to insure tech center collaboration with the Mentor Program. The Institutional Portfolio indicates that the large geographic region served through the VMP presents challenges to collaboration. 	E
6.06	The institution provides resources to assure that technologies in instruction and for administration are current and accessible.	<ul style="list-style-type: none"> The FY’09 budget includes \$ 6,500.00 for administrative technology. No funds appear available for instructional technology. VTC administration and members of the Consortium indicate a willingness to provide classroom/lab space so that faculty may model and provide instructional opportunities in technologies for the teacher candidates. The current faculty may need professional development to strengthen their own technological competencies. The Institutional Portfolio indicates that a lack of modern technology makes it difficult to demonstrate appropriate and current technology in teaching. 	AS

6.07	The institution provides the education programs with the resources needed to meet the ROPA standards and to implement the Five-Year Plan.	<ul style="list-style-type: none"> • The tech directors and VTC all indicate a willingness to move forward with the Five-Year Plan. • A faculty member was hired to lead the self-study and craft the Institutional Portfolio in preparation for the visit. • In that the addition of the ROPA standards and the implementation of the Five-Year Plan are new requirements for VMP, the Consortium and VTC may need to review the available resources to accomplish these improvements. 	MS
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Commendations	<ol style="list-style-type: none"> 1. Funding appears to be available to implement the new initiatives and the professional development that the program has identified. 2. There is strong support from the VT DOE and technical centers to fund the VMP. 3. The MOA is a strong document. 4. The commitment of the VMP Director for the last 13 years is admirable.
Concerns	<ol style="list-style-type: none"> 1. There is confusion around the lines of authority for the program. 2. While the fiscal resources may be available to promote collaboration among the tech centers and the VMP, the commitment to establishing a system is not evident. 3. There is no system (e.g. an advisory board) that includes all stakeholders (including former candidates, tech directors, VTC, DOE, and current candidates) to guide the work of the program.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Teacher candidates might take more advantage of the VTC resources available to them as students - including tutoring to help with Praxis, etc.

STANDARD VII: Institutional and Program Renewal

To evaluate its quality effectiveness in preparing knowledgeable and skilled beginning educators, the institutions and programs engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
7.01	The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA standards.	<ul style="list-style-type: none"> The Consortium of Technical Education Center Directors is in conversation to decide on a process for engaging in ongoing self-assessment. 	E
7.02	Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	<ul style="list-style-type: none"> 	NA
7.03	Programs report and reflect on the findings from ROPA standards I-VI and other relevant data. They use data collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.	<ul style="list-style-type: none"> The Institutional Portfolio is evidence of an excellent self-study process. The Review Team was able to confirm the vast majority of the portfolio's findings by examining course syllabi, and through interviews with faculty, VTC administration, teacher candidates, and tech directors. The Five-Year Plan is comprehensive and reflects the program's commitment to revitalizing the VMP. The program has already begun to revise its Five-Year Plan. 	MS

Commendations	1. The Five-Year Plan is a strong document that has potential to coordinate the many stakeholders.
Concerns	1. The program has not established a formal system to continually assess the program, including a system to evaluate the ROPA standards annually. 2. There is no evidence of a system to measure programmatic changes once they have been instituted.

Considerations for Further Program Development	<ul style="list-style-type: none">• All stakeholders need to be committed to the Five-Year Plan so that roles and responsibilities are clearly delineated.• Consider prioritizing program goals in terms of available resources, and capacity for implementation.
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Vermont Association of Career & Technical Directors
VACTED
2009

June 15, 2009

Results Oriented Program Approval
Mentor Program Team Member
Vermont Department of Education
Licensing and Professional Standards
120 State St.
Montpelier, VT 05602

To Whom It May Concern:

Enclosed is the rejoinder in response to our recent Vermont Mentor Program (VMP)'s ROPA review. I need to reiterate that we found the work of the team and their findings incredibly helpful and, as you know, timely. The ROPA review provided a superb platform for us to reflect on the successful components of our program and those that needed to change. Additionally, the review committee was particularly astute in their observations and provided us with a rigorous but approachable process for providing and receiving information.

As you will see in our rejoinder many of the concerns and issues raised by the review had previously been included in our original five-year plan. Rather than develop a separate rejoinder document, we were encouraged by Department of Education personnel to adapt our five-year plan document to serve as our rejoinder. The following document includes represents a revised five-year plan that we hope addresses all other concerns.

In regards to concerns around Standard 5, other than asserting some suggestion or support for diversity in the teacher candidates, the program has no influence in the hiring of staff at technical centers and therefore receives candidates after their hire. With such a small program, we plan to look at the data for teacher retention from our program and, if there is a problem with retention, develop a plan for supporting them post-program. Our sense is that candidates who complete the program maintain successful employment as teachers. The action step of obtaining accurate data will be our first step.

In regard to concerns around Standard 6 and 7, regular meetings of the consortium committee with the program director and host institution administration and faculty will provide a much improved level of governance. Course evaluations and annual surveys (similar to the one we conducted this past year) are viable methods to receive feedback from a broad number of teacher candidates and teachers who have successfully completed the program.

As you may be aware, the ROPA process and the team's findings have provided the impetus for us to in the past months accomplish many significant activities. A new job description has been

drafted and is serving to guide our search for a new program director. The program is now titled, the Vermont Career & Technical Education Teacher Preparation Program, a name that eliminates the confusion of our former name and clearly describes the intent of the program. We have also begun to define and implement a clear governance structure with systems for program oversight by the host institution and clarified the role of the technical education director's board.

I would especially like to thank Mary Beth McNulty and Marilyn Richardson for their help introducing us to the program and most importantly, for their help at every step of completing this review. Finally, I would like to acknowledge the incredible work of Patti Cook who has received and synthesized an enormous amount of information from a great number of individuals and has been able to organize it all into coherent reports and communications. We could not have accomplished this review without her.

Thank you very much for this process and the next steps of our work together.

Sincerely,

Bill Sugarman
Director/Principal – Randolph Technical Career Center
For the Vermont Association of Career & Technical Education Directors

Vermont Mentor Program ROPA Rejoinder: Revised Five Year Plan / June 15, 2009
(Additional Attachments: Cover letter, Organizational Chart and Director Job Description)

Goal #1: Respond to teacher-candidate needs in: Lesson Planning, Assessment, Curriculum Development, Classroom Management, Literacy, Technology, Diversity and Discrimination, Ethical Issues and Differentiated Instruction.

Item	Concerns Addressed	Description /Action Steps	Timeline	Responsible	Product Evidence
1.A Incorporate Level I Licensure Portfolio fully into program	Standard I: Concerns 1-3 Standard III Concerns 6&8	<ol style="list-style-type: none"> 1. Revise syllabi and curriculum to align with portfolio. 2. Revise coursework to align with the portfolio and teacher-candidates needs in various key areas (listed above in goal). 3. Pilot revised Adolescent Development course this summer. 4. Determine funding for curriculum development in the context of the VMP faculty cohort. 5. Coordinate VMP Faculty Workshops. 6. Develop assessment system for portfolio that is both formative and summative. 	Immediate and Summer '09	VMP Director, consultant and faculty with review by Consortium and VTC. Feedback by ROPA.	<p>Portfolios and DOE Assessment Rubrics</p> <p>Curriculum matrix template and Draft</p>
1.B Review content taught in the program in contrast to teacher candidate needs to ensure the program meets the needs of teacher candidates (including attaining Associate Degree, or related credit level).	Standard I: Concerns 1-3 Standard V Concerns 1-3 & 5	<ol style="list-style-type: none"> 1. Coordinate VMP Faculty workgroup and support accessing and analysis of this information. 2. Consultant hired to address teacher development and curriculum. 3. Revise curriculum matrix to explicitly include themes. 4. Clarify learning outcomes for all courses. 5. Review course sequence and scope. 	Summer '09 & ongoing	VMP Director, consultant and faculty.	<p>Revised syllabi, course matrix and other course materials.</p> <p>Faculty workgroup meetings and professional development trainings.</p> <p>Consortium agendas and VTC meetings.</p>

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1.C Use intellectual capital in providing professional development for faculty (also a Programmatic need)	Standards I: Concerns 1-3 Standard 3 Concerns 5-8	<ol style="list-style-type: none"> 1. Increase VMP Faculty Workgroup training, time and resources to redesign coursework, syllabi relative to above “themes” and align with portfolio. 2. Coordinate workgroup to score portfolios throughout. In addition, remember that two people most score each portfolio using the state rubrics. 3. Review and respond to faculty needs for professional development in areas of diversity, literacy, technology, and ROPA requirements including regulations and licensure portfolio. 4. Add clearly delineated outcomes to integrate themes throughout courses in areas of diversity, technology, literacy/humanities and ethics. 	Summer '09 & ongoing	VMP Director, consultant and faculty.	Curriculum matrix, workgroup meetings products, syllabi and other course materials.
1.D Review and develop assessments of candidate’s literacy skills. Support teacher candidate’s in developing their students literacy skills.	Standard I Concerns 1-3	<ol style="list-style-type: none"> 1. Review and revise coursework to explicitly integrate core literacy skills. 2. Create formal remediation process for candidates. 	Summer '09 & ongoing	VMP Director, consultant and faculty.	Curriculum matrix, systems and assessments.
1.E Use available resources at VTC to support teacher candidates and identified needs	Standard I Concern 3	<ol style="list-style-type: none"> 1. Coordinated VTC team led by Jeff Higgins. 	Summer '09 & ongoing	VTC	Established systems in place to address concerns.
1.F Clarify program’s role in supporting teacher-candidates in teaching embedded credit area(s).	Standard I Concern 4	<ol style="list-style-type: none"> 1. Address concern in curriculum revision and administrative systems development. 	Fall '09	Director	

Goal #2: Review and revise assessment system for individual candidates and mentor program as whole.

Item	Concerns Addressed	Description /Action Steps	Timeline	Responsible	Product Evidence
2.A Review and revise candidate assessment system.	Standard II Concern 1 Standard III Concerns 1-3	<ol style="list-style-type: none"> 1. Develop a formal electronic tracking system for candidate entry/exit and progress through the program. 2. Develop assessment methods to evaluate skills and knowledge in areas lesson planning, curriculum development, classroom management, literacy, technology, diversity, responding to discrimination, and differentiated instruction. 3. Utilize benchmark assessments (such as Praxis I) to evaluate candidates' progress through program. 4. Ensure that the review of incoming teacher-candidates is completed in concert with DOE licensing and Director/Principal. 5. Review/enhance advising capacity to teacher candidates. 	<ol style="list-style-type: none"> 1. Immediate & as part of overall technology planning 2. Immediate but complete by June 2010 3. Immediate , more "intentional" with DOE and Directors. 4. System developed during Summer of '09, final system by June '10 5. Immediate 	<p>VMP Director</p> <p>TCs who pursue their Associates (or equivalent) outside the VMP will have an advisor via that institution.</p>	<p>System, spreadsheet, data</p> <p>Level 1 portfolio rubric (DOE)</p> <p>% passing Praxis</p> <p>Document that describes the system.. Also related to electronic tracking of candidate status – should go to Superintendent and Director.</p> <p>Issues re: VTC system not allowing advisor status to VMP Director or Faculty. Option for "Internship" as a course with teacher as advisor (Additional funds needed).</p>

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2. B Redesign observations	Standard I Concern 5 Standard II Concerns 1-3 Standard III Concern 7	<ol style="list-style-type: none"> 1. Develop workgroup committee to clarify objectives and process of observations. 2. Review process, time allotted and quantity – based on objectives of observation. 3. Explicitly identify standards related to observations. 4. Integrate more role modeling, coaching and dialogue into teacher-candidates observations. 5. Strengthen Danielson model in rubric and associated dialogue and reflection. 6. Develop a formal method to share observation information from observations that have been completed by both the VMP director and directors/principals among all parties. 7. Extend observation process to include VMP Director observing VMP faculty using observation rubric and discussion/feedback. 8. Connect observation explicitly into course and credit calculations. 	1. Immediate & ongoing Complete by June '10	VMP Workgroup Need observation	<p>Documented system.</p> <p>Objective outline of what skills are focus of observation, options for observing for best result.</p> <p>Sample completed observation forms.</p> <p>Synthesize mentor and supervision systems at technical centers with VMP observation and feedback systems as evidenced by narrative that describes process at first. Formal description in VMP handbook by June '10.</p>
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2.C Review Faculty evaluation process and products	Standard I Concern 5	1. Design evaluation tool based on Danielson model that mirror how teacher candidates are being observed. 2. Implement revised process.	June '10	Host institution	Document
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Notes: Re: Standard 2, #3 - It important to note that district mentors operate differently across districts. For example, in the Randolph district, they have both building level and district level mentors, in other districts it varies along the continuum from only the director or department chair to identified teaching peers. We will provide all information on the mentor program and that the director/faculty meet with directors/supervisors regularly to discuss successes and needs (from the program as well as building-based).

Goal #3: Improve communication among program stakeholders.

Item	Concerns Addressed	Description /Action Steps	Timeline	Responsible	Product Evidence
3.A Review communication system and between and among various VMP stakeholders and create consistency.	Standard II Concern 3 Standard III Concerns 1, 2 & 5 Standard V Concerns 4-5	1. Host institution and VACTED 2. Consortium Committee and VMP 3. VMP and Department of Education Licensure 4. Communication from VMP to teacher candidates 5. Ensure VMP faculty receive ROPA documents and participate in training to utilize them in the development of coursework, observations, and the program in general. 6. Jeff Higgins will monitor to assure any new PDP is designed with Technical Center Director. 7. Address Concern 4 and develop response.	1. Immediate and quarterly 2. “ 3. June 2010	1. VACTED Consortium Committee Chair 2. “ 3. VMP Director and Faculty 5. ROPA provided training to VMP, Host Institution, Consortium 7. Director	1. Document that describes content of communication. Schedule of meetings. 2. “ 3. Draft document, final version incorporated into VMP handbook. Regulation? 4. 5. Training completed.
3.B Review and revise program materials.	Standard II Concern 3 Standard III Concern 4	1. Formalize management system and associated handouts for teacher-candidates 2. Review and revise student handbook. 3. Clarify policies and procedures for the Mentor program and create policy handbook for distribution to Technical Center Directors, Faculty, District Based Mentors, etc. 4. Directors clarify the course	1. Immediate with formal by June ‘10 2. “ 3. “ 4. N/A (delete 4 as a systemic	VMP Director, Host Institution, with review by Consortium.	1. Tracking system with associated documentation 2. Updated handbook (incrementally). 3. “ 6. Templates, minutes of review meetings. Feedback from TCs re: utility of resources provided.

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		<p>reimbursement policy for the individual school district.</p> <p>5. Personalize competency and task checklist for the career area as well as the Industry Recognized Credential.</p> <p>6. Incorporate necessary resources and develop templates to be used over program into program materials include These might include: 16 principles, grade expectations, etc.</p>	<p>action step).</p> <p>5. N/A (delete 5 as a systemic action step).</p> <p>6. Immediate with annual review by VMP, host institution and Consortium.</p>		
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Goal #4: Review and revise program administration, leadership, and practices.

Item	Concerns Addressed	Description /Action Steps	Timeline	Responsible	Product Evidence
4. A Clarify RFP, roles, responsibilities of host institution, VACTED & the Consortium Committee, VMP Director and VMP consultant and faculty	Standard II Concern 4 Standard VI Concerns 1-3 Standard VII Concerns 1-2	<ol style="list-style-type: none"> 1. Immediate collaboration with VTC to clarify roles and responsibilities and develop an action to carry those out. 2. Host institution to meet on a regular basis with the Consortium Committee of the VACTED. (This can be outlined immediately in the next draft of the RFP.) 3. VACTED will draft a description of the responsibilities of the Consortium Committee specifically related to the Mentor program and the ROPA process (including the 3-year plan). The Committee should review assessment information from the VMP and the ROPA 3-year plan on a regular basis (quarterly?). 4. Ensure job descriptions for VMP personnel 5. Review staffing patterns to accomplish program need including need for administrative support, VMP faculty, director. 6. Create one page decision making flow chart. 	<ol style="list-style-type: none"> 1. March 19, 2009 2. Immediate 3. May 30, 2009 4. Immediate, April 9th, 2009 5&6. May 21, 2009 & Summer Retreat (July '09) 7 Immediate 	<ol style="list-style-type: none"> 1. Consortium, VTC 2. Consortium, VTC 3. Consortium, VTC, ROPA 4. Consortium, VTC 5. Consortium, VTC 	<ol style="list-style-type: none"> 1. One page decision making/governance organizational chart. 2. Minutes of meeting, expected outcomes, next steps. 3. Schedule of meetings with agendas. 4. Draft and finalized descriptions. 5. Draft job descriptions 7. Minutes of Consortium and budget for '10
4.B Review data collection system on candidate performance.	Standard III Concerns 3&6 Standard VII Concern 1-2	<ol style="list-style-type: none"> 1. Review teacher candidate satisfaction with the program through surveys. 2. Review employer surveys. 3. Evaluate candidate performance on licensure portfolio 	Current & new survey by June '1	VMP in concert with Consortium Committee & host institution	1. Current survey data, updated instrument, new survey

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4.C Formally change name and adopt mission for the Vermont Technical Education Teacher Preparation program.		<ol style="list-style-type: none"> 1. Investigate regulation change and establish alignment in language. 2. Develop Mission Statement 3. Clarify and adopt a Philosophy Statement 	Depending on outcome of ROPA evaluation.		
4. D Network with higher education institutions to explore developing relationships that would enhance VMP.		<ol style="list-style-type: none"> 1. Consider placing VMP at an institution with an existing teacher prep program. 2. VMP representative attend VCTE meetings. 	<p>Depending on outcomes of RFP</p> <p>VCTE</p>		
4. E Conduct ongoing and systematic assessment of coursework and performance of candidates and graduates.	<p>Standard II Concerns 1-2</p> <p>Standard III Concerns 3-6</p>	<ol style="list-style-type: none"> 1. Review findings of the ROPA Review Team with Consortium. 2. Revise 5 year plan. 3. Use results of candidate and program assessments to plan and implement program improvements that promote high quality experiences for teacher candidates. 4. Add program as standing agenda item at Consortium meetings. 	<ol style="list-style-type: none"> 1. Immediate and upon receipt of final report. 2. Initial revision by June 2009 with semi-annual review. 3. Annual review 	<ol style="list-style-type: none"> 1. Consortium Committee with VTC 2. Consortium Committee with VTC and VMP 3. VMP and host institution, shared with Consortium Committee 	<ol style="list-style-type: none"> 1. Final review and comments and minutes of review. 2. Revised and annotated 5-year plan. 3. Summary of program assessments and surveys with plan to address strengths and weaknesses.

Notes: Regular meetings of the consortium committee with the program director and host institution administration and faculty will provide a much improved level of governance. Course evaluations and annual surveys (similar to the one we conducted this past year) are viable methods to receive feedback from a broad number of teacher candidates and teachers who have successfully completed the program.

Director, Vermont Career and Technical Education (CTE) Teacher Preparation Program (formerly the Mentor Program) – Grade 13

Basic Function: To direct a statewide professional development program for Career and Technical Center teacher-candidates and to coordinate teacher-candidate licensing pathways in conjunction with the Vermont Department of Education (VDOE) and the Vermont Association of Career & Technical Education Directors (VACTED).

Duties and Responsibilities:

- Design, implement, and evaluate a system to provide professional development programs for CTE teacher-candidates in conjunction with VDOE and college policies and practices with input from VACTED;
- Plan and modify course curriculum and oversee course delivery;
- Maintain records, set guidelines, approve and monitor teacher-candidate professional development plans;
- Coordinate the hiring of faculty;
- Coordinate and participate in requirement teacher-candidate observations according to VDOE standards;
- Advise teacher-candidates throughout their professional development plan;
- Assist teacher-candidates with registration and financial arrangements for course enrollment;
- Form and coordinate the CTE Teacher Preparation Program Advisory Board;
- Be the primary point of contact for all CTE Teacher Preparation Program constituencies: teacher-candidates, Technical Center Directors, VDOE, and college personnel;
- Oversee follow-up related activities relative to the ROPA process; and
- Other related duties as assigned.

Supervisor:

Vermont Technical College's Director of External Degree Programs.

Minimum Qualifications:

- Bachelor's degree in appropriate discipline (Master's degree preferred), plus 3 to 5 years relevant experience in teaching and educational administration.
- Knowledge of statewide education licensing requirements, strong planning, organizational, and budget management skills.
- Ability to deal effectively with a variety of constituencies: students, faculty, state government, secondary and postsecondary education administration.

**Vermont Career and Technical Educator Preparation Program (Vermont Mentor Program)
Organizational Chart and Governance Structure**

